

Michigan's School Accreditation System: *From Education YES to MI-SAS*



6/18/2009

Education YES! History

- Developed in 2002.
- Catch phrase: Education YES! - *Yardstick for Excellent Schools*.
- Began with accreditation update. NCLB/AYP info included.
- Michigan's current system needs additional clarity, and usefulness.

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Overview of MI-SAS

- MI-SAS will be a transparent accreditation system using a dashboard-style report rather than a single letter grade.
- MI standards determine accreditation.
- Recognition of academic progress and success in all core subjects.
- Recognition that 5 and 6 year graduation rates are successes.
- Schools will be able to calculate their accreditation status.

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Components of MI-SAS

Four components:

- Student Achievement (MEAP, MI-Access, MEAP-Access, MME)
- Compliance with Michigan Statute
- Annual State Accreditation and Federal AYP Status, and
- Additional School, District, Community and State Information.

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Student Achievement: Performance Level Change

Achievement "growth" can be calculated only where a Grade 3-8 student has been tested in consecutive years (ie, ELA and Math).

Grade X MEAP Achievement	Grade X + 1 MEAP Achievement											
	Not Proficient			Partially Proficient			Proficient			Advanced		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	M	I	I									
Partially Proficient	D	D	M	I	I	I						
Proficient	D	D	D	M	I	I	I	I	I			
Advanced	D	D	D	D	M	I	I	I	I	I	I	I

D = Decline

M = Maintaining

I = Improvement

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MI-SAS Accreditation Status

The following proficiency standards determine a school's status:

- **ACCREDITED:** No more than one subject below 60% proficient and no subjects below 35%
- **INTERIM (Proficiency):** Two or more subjects lower than 60% proficient but not lower than 35%
- **INTERIM (AYP):** School meets accredited targets but does not make AYP
- **UNACCREDITED:** One or more subjects lower than 35%

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Compliance with Michigan Statute

- Eight requirements have "yes"/"no" answers
 - 1) Do 100% of school staff hold the necessary MI certification?
 - 2) Is the school's annual School Improvement Plan published?
 - 3) Are curricula aligned with content expectations?
 - Grade Level Content Expectations in grades K-8
 - Michigan Merit Curriculum in grades 9-12
 - 4) Is a fully compliant Annual Report published?
 - 5) Have the School Performance Indicators (NCA report or School Process Profile) been submitted?
 - 6) Are literacy and math tested annually in grades 1-5?
 - 7) Is the high school 6-year graduation rate 80% or above?
 - 8) If the school was selected to participate in NAEP, did the school do so?
- If the answer is "no" (to any question) in two consecutive years, the accreditation status is lowered one level.

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MI-SAS Hearings and Changes

- About 400 responded to survey
- Most found MI-SAS to be clear and transparent
- Issues
 - Improvement in Student Achievement
 - Linkage of MI-SAS to AYP

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Student Achievement High School and other subjects

- If achievement improves 10 percentage points or more from year to year in a subject, the school will be considered as having achieved the next higher threshold for classification as interim or accredited in that subject.

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Calculation Example

(Once final will be professionally formatted)

School: **Jones Middle School**
District: Anytown, Michigan
Year: 2007-08

Accredited

Elements Leading to Accreditation Status:
STUDENT ACHIEVEMENT

	ELA	Math	Science	Soc Studies
% Proficient	88%	10%	48%	83%
% Positive PLC*	8%	23%		
% Both Prof & PLC*	23%	30%		
Combined Percent	88%	65%	48%	83%

COMPLIANCE

School Explanatory Comments:
Jones' school improvement plan has added "writing across the curriculum" units and believes this will improve its average scores.
* Performance Level Change

SCORES

	ELA	Math	Science	Soc Stud
Proficient only	100	17	83	107
Proficient & PLC Both	46	66		
PLC only	10	43		
Not Prof/ Not PLC	20	60	87	83

Percentages

	Proficient only	Improved only	Both	Total
ELA	100 (88%)	+ 18 (8%)	+ 40 (23%)	= 158 (88%)
Math	17 (10%)	+ 43 (25%)	+ 50 (30%)	= 110 (64%)
Science	83 (48%)			= 83 (48%)
Soc St	107 (83%)			= 107 (83%)

ASSIGNING STATUS:

- 1 One subject (Science) is below 80%
- 2 No subject is below 35%
- 3 This points to **ACCREDITED**
- 4 All legal compliance requirements are met, so no downward adjustment is made.

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Calculation Example

(Once final will be professionally formatted)

School: **Green Middle School**
District: Anytown, Michigan
Year: 2007-08

Interim (AYP)

Elements Leading to Accreditation Status:
STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	88%	10%	48%	83%
% Positive PLC*	8%	23%		
% Both Prof & PLC*	23%	30%		
Combined Percent	88%	65%	48%	83%

COMPLIANCE

School Explanatory Comments:
Jones Middle School met all accreditation standards, but did not make AYP due to assessing 84% of students.
* Performance Level Change

SCORES

	ELA	Math	Science	Soc Stud
Proficient only	100	17	83	107
Proficient & PLC Both	46	66		
PLC only	10	43		
Not Prof/ Not PLC	20	60	87	83

Percentages

	Proficient only	Improved only	Both	Total
ELA	100 (88%)	+ 18 (8%)	+ 40 (23%)	= 158 (88%)
Math	17 (10%)	+ 43 (25%)	+ 50 (30%)	= 110 (66%)
Science	83 (48%)			= 83 (48%)
Soc St	107 (83%)			= 107 (83%)

ASSIGNING STATUS:

- 1 One subject (Science) is below 80%
- 2 No subject is below 35%
- 3 All legal compliance requirements are met
- 4 School did not make AYP so **INTERIM AYP**

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Calculation Example

(Once final will be professionally formatted)

School: **Smith Elementary**
District: Anytown, Michigan
Year: 2007-08

Interim (Proficiency)

Elements Leading to Accreditation Status:
STUDENT ACHIEVEMENT

	ELA	Math	Science	S Studies
% Proficient	21%	44%	87%	35%
% Positive PLC	4%	11%		
% Both Prof & PLC	29%	20%		
Combined Percent	64%	75%	87%	35%

COMPLIANCE

School Explanatory Comments:
Smith's school improvement plan has added literacy and writing units and believes this will improve its English Language Arts scores.
* PLC = Performance Level Change

SCORES

	ELA	Math	Science	Soc Stud
Proficient only	106	220	90	80
Improved Only	20	66		
Proficient & Improved	146	190		
Not Proficient or Improved	230	126	44	77
Total	806	800	136	127

Percentages

	Proficient only	Improved only	Both	Total
ELA	106 (21%)	+ 20 (4%)	+ 146 (23%)	= 272 (54%)
Math	220 (44%)	+ 66 (11%)	+ 190 (20%)	= 376 (75%)
Science	90 (67%)			= 90 (67%)
Soc St	80 (38%)			= 80 (38%)

ASSIGNING STATUS:

- 1 Two subjects are below 80% but above 35%
- 2 This points to **Interim Accredited**
- 3 All legal compliance requirements are met, so no downward adjustment is made.

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Calculation Example

(These final will be professionally forwarded)

School: **Brown High School**
District: **Anytown, Michigan**
Year: **2007-08**

Unaccredited

Elements Leading to Accreditation Status:

STUDENT ACHIEVEMENT

	ELA	Math	Science	Soc Studies
% Proficient	61%	25%	28%	40%
% Provisional Prof	10%	8%	6%	16%
Combined Percent	61%	33%	34%	56%

COMPLIANCE

School Regulatory Compliance:

Brown's school improvement plan has added additional supports for students struggling with math and professional development for math teachers.

* PLC = Performance Level Change

ASSIGNING STATUS:

- 1 Two subjects (Math and Science) are below 35%.
- 2 This points to **UNACCREDITED**
- 3 All legal compliance requirements are met, so no downward adjustment is made.

SCORES

	ELA	Math	Science	Soc Stud
Proficient only	102	80	66	78
Provisional Proficient	20	16	12	29
Not Proficient or Improving	78	134	132	88
Total	200	200	200	196

Percentages

	Proficient only	Improved only	Total
ELA	102 (51%)	+ 20 (10%)	= 122 (61%)
Math	80 (25%)	+ 16 (8%)	= 96 (33%)
Science	66 (28%)	+ 12 (6%)	= 78 (34%)
Social Studies	78 (40%)	+ 28 (18%)	= 107 (56%)

Annual State Accreditation Status

Accredited	Meets Michigan accreditation standards and makes AYP
Interim (Proficiency) or Interim (AYP)	Meets MI standards for Interim, may or may not make AYP; Meets all Michigan standards but does not make AYP
Unaccredited	Does not meet Michigan standards and may or may not make AYP

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Support for School Improvement

- Content expectations and model lessons
- Online teacher resources
- Online school improvement planning tools and comprehensive needs assessment
- MI-MAP, a toolkit of strategies and activities for school improvement

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Support for High Priority Schools

- Principal Fellowship and Leadership Coaches
- For all schools phase 3 and above
- In partnership with MSU and Intermediate School Districts/Educational Service Agencies

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Support for High Priority Schools

- Process Mentor Team
 - Works with principal and school improvement team
 - 4 meetings/year
- Goals are:
 - Accountability for results
 - Remove barriers
 - Identify resources for change
- ISD, District and MDE

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Support for High Priority Schools

- Building Audits for school improvement
 - Independent auditors (team of two)
 - Gather evidence of improvement actions
 - Interview school staff
 - Based on areas of School Improvement Framework
 - Reports go back to school, district and ISD

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Additional School, District, Community, and State Info

- District Context (infrastructure)
 - Financial, Feeder-System, Enrollment
- People/Programs (resources)
 - Staffing, Program Availability & Participation
- Results (student performance)
 - AP/Dual Enrollment, English Language Learners, Dropouts, Grade Retention
 - NCA Accreditation (if earned)
 - ACT College Readiness, Workforce Readiness
- NCLB/ESEA Report

School: **James Middle School**
District: **Ann Arbor, Michigan**
Year: **2007-08**

Accredited

Elements leading to Accreditation Status:

STUDENT ACHIEVEMENT

	ELA	Math	Science	History
% Proficient	56%	10%	48%	63%
% Positive PLC	8%	23%		
% Both Prof/PLC+	23%	30%		

Combined Percent: **BS** **CS** **49** **53**

COMPLIANCE

School Explanatory Comments:
James' school improvement plan has added "writing across the curriculum" units and believes this will improve its science scores.
* PLC = Performance Level Change

Other Information Not Used in Accreditation Calculation

District Context

DISTRICT FINANCIAL DATA

	State Avg District	Ann Arbor
Per Pupil Spending	\$10,800	\$10,800
Per Pupil Spending as % of State	68%	68%

ENROLLMENT TRENDS

Building: **James**

FEEDER SCHOOLS:

Feeder School	Elementary (2006)	Intermediate (2006)	High School (2006)
James Middle School	NA	NA	NA

People/Programs

STAFFING DATA

	Teacher/Student Ratio	% of Teachers Positive
1/25	1/25	86%

PROGRAM PARTICIPATION

Program	Participation	Completion
CTE	NA	NA

POPULATIONS SERVED

Population	% of Total
ELL	NA
Gifted/Talented	NA
Sp. Ed.	NA

NCLB Performance

Item	Score	Target
NAEP Reading	NA	NA
NAEP Math	NA	NA
NAEP Science	NA	NA
NAEP History	NA	NA
NAEP Art	NA	NA
NAEP Music	NA	NA
NAEP Physical Education	NA	NA
NAEP Career/Technical Education	NA	NA
NAEP Foreign Language	NA	NA
NAEP Computer Science	NA	NA
NAEP Health	NA	NA
NAEP Social Studies	NA	NA
NAEP English	NA	NA
NAEP Mathematics	NA	NA
NAEP Science	NA	NA
NAEP History	NA	NA
NAEP Art	NA	NA
NAEP Music	NA	NA
NAEP Physical Education	NA	NA
NAEP Career/Technical Education	NA	NA
NAEP Foreign Language	NA	NA
NAEP Computer Science	NA	NA
NAEP Health	NA	NA
NAEP Social Studies	NA	NA
NAEP English	NA	NA
NAEP Mathematics	NA	NA
NAEP Science	NA	NA
NAEP History	NA	NA
NAEP Art	NA	NA
NAEP Music	NA	NA
NAEP Physical Education	NA	NA
NAEP Career/Technical Education	NA	NA
NAEP Foreign Language	NA	NA
NAEP Computer Science	NA	NA
NAEP Health	NA	NA
NAEP Social Studies	NA	NA
NAEP English	NA	NA
NAEP Mathematics	NA	NA
NAEP Science	NA	NA
NAEP History	NA	NA
NAEP Art	NA	NA
NAEP Music	NA	NA
NAEP Physical Education	NA	NA
NAEP Career/Technical Education	NA	NA
NAEP Foreign Language	NA	NA
NAEP Computer Science	NA	NA
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NAEP Physical Education	NA	NA
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NAEP Foreign Language	NA	NA
NAEP Computer Science	NA	NA
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NAEP Social Studies	NA	NA
NAEP English	NA	NA
NAEP Mathematics	NA	NA
NAEP Science	NA	NA
NAEP History	NA	NA
NAEP Art	NA	NA
NAEP Music	NA	NA
NAEP Physical Education	NA	NA
NAEP Career/Technical Education	NA	NA
NAEP Foreign Language	NA	NA
NAEP Computer Science	NA	NA

Thanks to the Referent Group

- Mike Addonizio, Wayne State University
- Ernie Bauer, Oakland Schools
- Greg Bishop, Michigan Association of Secondary School Principals
- Lois Doniver, Michigan AFT
- Bruce Fay, Wayne County RESA
- Kevin Hollenbeck, Upjohn Institute
- Aggie Kubrak, Middle Cities Education Association
- Carolyn Logan, Michigan Education Association
- Bill Miller, Michigan Association of Intermediate School Administrators
- Karen Micek, Michigan Association for Supervision and Curriculum Development
- Jamie San Miguel, Michigan Alternative Education Organization
- Kathy Sergeant, North Central Association Commission on Accreditation and School Improvement
- Deb Squires, Michigan Association of School Boards
- Tony Thaxton, Michigan Association of Administrators of Special Education
- Kimberly Wells, CMU Center for Charter Schools
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